

**Statement of Work Leadership Development & Excellence in Management  
Office of Human Capital Management, NASA Goddard Space Flight Center**

## **1. Background**

In 2006, Goddard Space Flight Center's (GSFC) Office of Human Capital Management (OHCM) sponsored a Leadership Evaluation Survey to examine both in-house and external leadership development programs and leadership training courses/workshops. This survey evaluated the programs against GSFC's five-tier Leadership Framework that differentiates between levels of human systems. The five levels referenced were Self, Interpersonal, Group, Organization, and Environment. This survey indicated that GSFC was doing very well at the Self, Interpersonal, and Group levels, and not as well at the Organization and Environment levels. This survey also identified the need to integrate into our leadership development process a solid understanding of NASA's political environment, as well as its budgetary, human capital, resources, and financial processes. The survey results also indicated that GSFC employees, including supervisors and managers, believe that internal GSFC leadership programs offered the greatest value and return on investment. At the same time, the survey determined that employees were unclear about the full array of leadership programs and courses/workshops available and how they related to each other. Consequently, they were unable to determine when to attend which course/workshop or program. Last, this survey found that cohort [group] learning, coupled with a strong emphasis on continuous learning, is very effective in developing leaders.

## **2. Purpose**

This Statement of Work (SOW) is to procure services to design and deliver an integrated leadership development program for employees and other designated individuals of NASA GSFC. The program shall be delivered to civil servant employees focusing on a cohort design to facilitate the creation of synergistic networks that further strengthen cross-organizational integration, cooperation, and success. The program shall help to create a cadre of dedicated leaders fully capable of supporting GSFC's mission. Participants in the program shall gain the habits necessary to embody continued personal, professional, and career growth. This program shall help to establish a learning community capable of mutual support, encouragement and feedback. The program shall contain a comprehensive evaluation strategy that is holistic in nature including post-program components.

## **3. Scope of Work**

The contractor shall design, implement & deliver the Leadership Development & Excellence in Management (LDEM) integrated program components, as described below:

The program shall be designed with the philosophy that everybody is a leader and everyone has the opportunity to lead. GSFC's dynamic environment requires that people at all levels of the organization step up as leaders. A critical element of leadership is influence therefore all employees can influence others no matter where they are in the organization. Leaders influence both the mood and context of the organization. It is recognized that successful leaders take

responsibility for their own learning and their own actions. Leadership is a developmental process that is ongoing and learned in all aspects of the workplace. The principles of adult learning must be addressed as part of the methodology of the program design.

*Component A: Leading Self/Self Awareness*

Component A shall be designed for employees from all skill groups whose main focus is on self-leadership in whatever context they work. With the understanding that emotional intelligence (EQ) is the foundation to effective performance in the workplace, participants shall learn new distinctions and build skills at the self and interpersonal levels. This program shall help employees clarify their career goals and cultivate the self-awareness and self-management skills to effectively pursue these goals.

*Component B: Leading Groups & Teams*

Component B shall be designed for employees at the journey-level of their career whose job requires that they chair and/or participate on teams. Participants shall continue building their skills at the self and interpersonal levels, while learning and practicing new skills that focus on the group/team and higher organizational levels. Component B participants shall stretch their comfort zones, experience significant personal growth, and learn and practice key skills involved in leading people and managing work within an organizational context.

*Component C: Leading Organizations*

Component C shall focus principally on supervisors and managers at the Branch, Office, and Division levels who enable others to do the organization's work. Component C participants shall continue to build their leadership skills at the self, interpersonal, and group levels. However, participants shall focus especially on becoming effective leaders at the organization level, i.e., enhancing their ability to work within and across functions to lead people and manage change and transition.

*Component D: Leading Change*

Participants in Component D are transitioning from leading a single organization to leading subordinates who lead organizations. These individuals are typically at the GS 15 and Senior Executive Service (SES) levels—all senior level leaders. They lead indirectly, i.e., influence organizational outcomes through the quality of relationships they build with, and the leadership expertise they develop in, subordinate managers. Doing so requires the skill to mentor subordinates in self, interpersonal, group, and organization level skills. Effective leadership at this level requires an advanced understanding of the organization's structure, complex interrelationships, as well as formal and informal ways of accomplishing work. Leaders of leaders play a prominent role in facilitating GSFC's relationship with external partners, customers, and stakeholders. This level of leader requires a high degree of political savvy to successfully navigate within NASA and the outside world.

Expected Program Lengths:

- LDEM A – Duration between 6-10 days. Max of 2 Sessions per Calendar Year
- LDEM B - Duration between 10-15 days. Max of 2 Sessions per Calendar Year

- LDEM C- Duration between 12-18 days. Max of 2 Sessions per Calendar Year
- LDEM D – Duration between 15-25 days. Max of 1 Session every 18 months to 24 months.

Components A-D shall include an array of integrated learning experiences such as, but not limited to the following:

- Workshops with their cohort group (*expected in program components A through C*).
- Coaching – Coaches to be provided by GSFC (*expected in all program components A through C*).
- Individual learning and reflection (*expected in all program components A through C*).
- Team projects, learning, reflection and support.
- Application of learning in a real work setting (*expected in all program components A through C*).
- 360 assessment feedback (*expected in all program components A through C*).
- Mentoring (*expected in all program components A through C*).
- Shadowing.
- Continuous Learning through optional creative learning group mini-workshops.
- Core learning teams (*expected in all program components A through C*).
- Journaling and reflective practices (*expected in all program components A through C*).
- Peer to peer feedback.
- Leadership action plans.
- Flexibility in integrating internal resources and activities such as GSFC leadership panels, leadership colloquia, and case studies (*expected in all program components A through C*).
- Group/team learning practices and/or action learning (*expected in all program components A through C*).

#### **4. Leadership Competency Models**

The contractor shall incorporate in the program design both the GSFC and NASA Leadership Competency Models, with the primary focus on leadership competencies. The GSFC Competency Model was developed to be consistent with the NASA Leadership Competency Model and the SES Seven Factors while still being simple enough to be widely shared and applied in all leadership selection and leadership development activities at GSFC. The NASA model contains both leadership and management competencies. The GSFC Leadership Model focuses principally, although not exclusively, on leadership competencies. While leadership and management functions are interconnected, GSFC believes there is a strong case for emphasizing *leadership* in our Center-wide leadership development programs, as well as those management skills that are common to both leadership and management, e.g., delegating authority.

Goddard Leadership Competencies

Self

- Cognitive Skills
  - Critical Thinking
  - Problem Solving and Decision Making
  - Strategic Thinking
  - Creativity and Innovation
- Self-Awareness and Emotional Intelligence
- Personal Capabilities and Characteristics
  - Adaptability/Flexibility
  - Integrity, Honesty, and Trustworthiness
  - Resiliency
  - Self-Development
- Leadership Presence
- Diversity with Inclusion

Interpersonal

- Relating to Others
  - Communication
  - Building Supportive Relationships
  - Trust Building
  - Emotional Intelligence
  - Influence and Negotiation
  - Conflict Management
- Diversity with Inclusion

Group

- Group Dynamics
- Diversity with Inclusion
- Facilitates Effective Decision-Making
- Workgroup Leadership
- Team Development

Organization

- Leading People
- Leading Change and Transition
- Leading and Managing Work
- Organizational Awareness and Relationships
- Organizational Culture
- Diversity with Inclusion
- Organizational Learning

Environment

- External Awareness

- Strategic Leadership
- Business Development
- Stakeholder and Partner Relationships

NASA Leadership Competency Models (role based)

- Influence Leader
- Team Leader
- Manager
- Executive

Specific information on the NASA Leadership Competency Models is available at:  
<http://leadership.nasa.gov/Model/Overview.htm>.

## **5. Special Provisions**

GSFC maintains ownership of all LDEM programs and associated tools, systems, processes and materials.

The Contracting Officer Representative (COR) shall have the option to assign appropriate designee(s) to sit-in and participate as an observer in the training session in addition to the participants.

## **6. Deliverables**

Design, delivery and evaluation of LDEM A, B, C, and D as required. The LDEM program will need to evolve over the course of the contract based on participant feedback and programmatic evaluations. The contractor shall deliver workshops based on agreed-upon designs and at the program level requested during each year of the contract. The contractor shall provide reports after each workshop and at the end of each individual program.

All course materials shall be made available to the COR for review at least 21 calendar days prior to the start of any workshop.

Accessibility Requirements:

- Course materials shall be sent in accessible, electronic form at least 21 calendar days prior to the start of class to be available for any students requiring accommodations.
- For any videos used, closed captioning shall be available, as well as descriptive electronic transcripts
- Activities shall be designed to be inclusive and engaging to all participants.
- For additional guidance, please refer to the Final approved Statement on Accessibility for Training Contracts.

Contractor shall prepare, print and bind course materials for participants.